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ABSTRACT

This document contains the program proposal, interim reports, and final report of the program evaluation for a program of bibliographic instruction which is part of the curriculum, and taught by faculty working with librarians at Presbyterian College. Objectives were based around three assumptions: (1) a close working relationship with faculty is essential to a teaching library; (2) teaching of library skills must be built into the 4-year curriculum and adapted to the needs and capabilities of the individual student; and (3) trained student assistants acquire skills, competencies, and attitudes which can be of great benefit to them and to other students. Instructional material included library guides, term paper clinics, and library methods courses. In addition, librarians and faculty were involved in conferences, visits to other teaching libraries, department meetings, literature searching, workshops, and holdings surveys in order to improve bibliographic classroom instruction. An evaluation of the program by the library director and academic dean indicated that the faculty were responsive, the pedagogical competence of the teaching staff improved, and the students acquired library skills. (CWM)

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COUNCIL ON LIBRARY RESOURCES

Library Service Enhancement Program, 1976-1977

Grant Proposal and Program Description

PRESBYTERIAN COLLEGE LIBRARY

Clinton, South Carolina 29325

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Jane T. Pressau, Project Director

Lennart Pearson, Director

June 2, 1977

IR007552

ABSTRACT

On the premise that library skills must be built into the curriculum and that this is best done where librarians and instructors are willing to teach together, the project librarian met individually with fifty-eight instructors to examine both the relationship of each course to the library and ways of staging library experience in course sequences for the major. During this academic year about 60 per cent (498 students) of the enrollment received some kind of instruction in library skills. Each faculty member was given a personal refresher tour with special coverage of indexes and reference works appropriate to their work with students. Approximately thirty guides were prepared as an open-ended series of informational and bibliographic pick-up sheets. Conferences with administrators improved their awareness of library resources and provided the project librarian with suggestions for additions to the collection. By analysis of Library Literature for the last ten years, the project librarian developed selective bibliographies on library instruction and the use of trained student assistants.

Council on Library Resources
Library Services Enhancement Program, 1976-1977
PRESBYTERIAN COLLEGE LIBRARY
Clinton, South Carolina, 29325

Jane T. Pressau, Project Director
Lennart Pearson, Director

June 2, 1977

We think the following descriptors are appropriate:

College Instruction

College Libraries

Curriculum Guides

Curriculum Planning

Library Guides

Library Instruction

Library Programs

Library Reference Services

Library Services

Library Skills

Teacher Orientation

Team Teaching

ED 073 752

COUNCIL ON LIBRARY RESOURCES

Library Service Enhancement Program, 1976-1977

Part I Proposal

Part II Interim Reports

Report 1: August 15, 1976 to November 15, 1976

Report 2: November 16, 1976 to February 15, 1977

Report 3: February 16, 1977 to May 15, 1977

Part III Final Report on Program Evaluation

Presbyterian College Library

Clinton, South Carolina 29325

Jane T. Pressau, Project Director

Lennart Pearson, Director

June 2, 1977

Part I Proposal

LIBRARY SERVICE ENHANCEMENT PROGRAM PROPOSAL

PRESBYTERIAN COLLEGE

Clinton, South Carolina

Introduction

Six years ago, when we decided to turn the library into an aggressive teaching agency, we made the following assumptions:

1. A close working relationship with faculty members is essential to a teaching library.
2. The teaching of library skills must be built into the four-year curriculum as an integral part of the course work and adapted to the needs and capabilities of the individual student.
3. Trained student assistants acquire skills, competencies, and attitudes which can be of great benefit to them and to other students.

Experience has largely validated these assumptions, and they continue to be fundamental to our library program. (For details, see my article in The South Carolina Librarian, 17 (Fall, 1972): 23-26, attached as Exhibit A.)

Our initial efforts to move in this direction were prompted by the now famous Monteith College experiment and by articles in Library-College Journal. In 1972, I spent several days with Mrs. Millicent Palmer, Library Instruction Librarian at Southern Illinois University at Edwardsville. There I observed classes in library instruction, toured the library, and from their self-help "pathfinders," bibliographies, and taped library tour, I learned much which we were able to apply in our own student services program. We have continued to monitor the significant periodical literature on library-related teaching (e.g., Learning Today, Drexel Library Quarterly, RQ) as well as books on new developments in readers' services in academic libraries. I have also visited a number of libraries in this area. We presently belong to LOEX, and we exchange ideas and materials with other institutions.

Because of this commitment and program Presbyterian College has taken the lead in library instruction among independent colleges in South Carolina, and we have encouraged other institutions in our state to be innovative. At our urging, a joint study committee was organized several years ago to develop a diagnostic library skills test for incoming freshmen, but since it now appears that similar projects are under way in other parts of the country, the plans of our committee, not yet funded, are awaiting developments elsewhere.

Great encouragement for our own efforts came in September, 1974, when we moved to a new, fully air-conditioned building centrally located on our campus and designed partly with the student services program in mind. This three-level, 41,500 sq. ft. facility seats 350 (42% of the present enrollment of 831), and houses a collection of 92,000 volumes. It has seminar rooms for various size groups (4, 8, 12, 16 persons); a 90-seat auditorium with projection room; and a teaching resources room which includes a fine elementary, special education and secondary school curriculum collection of 8,000 items, A-V/TV equipment, work space for student projects, and chairs and tables for 55 students. Classes from

various departments enjoy meeting in the new building, and the professional library staff now has a superb setting for the teaching of library skills.

Both the facility and the program of student services were given special commendation by the Visiting Committee at the time of re-accreditation of the college by the Southern Association of Colleges and Secondary Schools in 1975. (See Exhibit B).

Now we are convinced that the time is right for an expansion of our library instructional program in new directions. We continue to operate with the three assumptions which have brought us to this point and which we believe are valid for all stages of development in a college library program. How these assumptions are to be implemented through the specific objectives listed below is fully explicated in Exhibit C.

Projected Plan of Activity

The overall intention of our efforts is to give sharper focus to our present assumptions and to expand our interpretive and teaching program in new directions. Specific objectives listed below, based on these assumptions, are more fully explained in Exhibit C.

Objectives based on assumption 1: A close working relationship with faculty members is essential to a teaching library.

1. To plan with departments of the college a sequence of library experiences extending through four years in all areas of the curriculum and to hold periodic conferences with each faculty member.
2. To provide opportunities for faculty members to become acquainted with resources previously unknown to them, old as well as new.
3. To work with faculty members in surveying holdings in particular subject areas so as to help them evaluate the usefulness of their choices through the acquisitions program.
4. To provide additional bibliographic service for faculty members.
5. To work with various other groups on campus to see that they make best use of library resources.

Objectives based on assumption 2: The teaching of library skills must be built into the four-year curriculum and adapted to the needs and capabilities of the individual student.

1. To identify library skills needed in each course and to help students carry out library-related assignments which have been previously developed with faculty members in particular courses.
2. To introduce to students in the first course of the major the principal resources of research in that particular discipline.
3. To evaluate the degree of improvement in library skills through four years of college work by means of appropriate testing instruments.
4. To work with the college counseling program to identify students with reading problems and to help with remedial work.

5. To revise the present course in Library Methods (See Exhibit D) and to expand options presently offered.
6. To identify reasonable expectations of high school achievement in library skills so as to gear instruction to what students bring with them from high school when they come.
7. To acquaint students preparing for professional teaching careers with the role of the school library.
8. To devise a library handbook and also a newsletter for students to be issued on a regular basis as a means of improving general liaison with the student body.
9. To canvass library literature in some depth on the subject of academic library instruction and to make available to other librarians a summary of this study.

Objectives based on assumption 3: Trained student assistants acquire skills, competencies, and attitudes which can be of great benefit to them and to other students.

1. To canvass library literature in some depth on the subject of recruitment, training, supervision, and recognition of student assistants, and to make available to other librarians a summary of this study.
2. To improve the quality and increase the amount of training by student assistants in preparation for work in the student services department.
3. To train students in the production of non-print media and other individualized materials to be used in library instruction.
4. To identify students interested professionally in library science.
5. To visit other academic libraries of comparable size and program where it appears they have an unusually good program for development of student assistants.

Exhibit A — The South Carolina Librarian, 17 (Fall, 1972): 23-26.

brarians need to capitalize on interesting events and visits by classes making every effort to project these for interest in library promotion.

The viedo tape, if you are fortunate enough to have access to one, would provide the most effective means of presenting orientation periods for new students.

The fact that librarians should be observant and change or adapt presentation to meet the needs of a particular group, cannot be over emphasized.

What is used effectively one year may be out of date the next year. Keep looking for new innovations. Remember, the orientation period is not designed for students alone. The methods and techniques used by the media center staff may well show the teachers who accompany classes how they can more effectively use multi-media materials.

STUDENT SERVICES IN THE FOUR-YEAR COLLEGE

Mrs. Jane T. Jones

My position at Presbyterian College is that of Student Services Librarian, a name which has been carefully chosen to give the student, and particularly the new student, an obvious point of contact in the library. (The College has an enrollment of about 850 students and a faculty of about sixty.)

This position was established several years ago as part of a major overhaul of the library organization, which in turn grew out of a determination to turn the library from a relatively passive campus service to an aggressive teaching agency within the educational program of the college. My job description says, among other things, that the Student Services Librarian has "major responsibility for developing in cooperation with the faculty a long-range program for integration of classroom and library work." It's a tall order, and we have a long way to go, but we are working at it. We have learned much from the library-college movement, and from talking and corresponding with our colleagues in other libraries, and of course, we have learned from observation and experience. Let me share with you some of the things we are doing and some of the things we have come to believe as the result of our doing.

First, as I see it, if you are interested in being a teaching library, you have to have a close working relationship with faculty members. There is no way the library can do its teaching thing by itself. As librarians have found through experience, the use of the library is largely dependent on what the faculty requires of the student in the classroom. Furthermore, the kind of relationship I am talking about doesn't just happen. You have to work at it, and I cannot stress enough the need for patience, tact, and persistence. At Presbyterian College we have worked on this in several ways.

Instead of the usual division of the library into Technical Services and Public Services, we are divided into Student Services and Supporting Services. This puts the stress where we want it. The acquisition, cataloging, and circulation functions, important as they are for library operations, are not ends in themselves, but have a real contribution to make toward the educational objectives of the library program. The effect of this shift is subtle but real, and it helps to overcome the common misconception that librarians are people who stamp books in and out over the counters.

Both the Head Librarian and I are members of the faculty. We both teach classes, share in work of faculty committees, and agonize over grades and deadlines. In our relations with our colleagues we frequently try to stress that the aims of the library are not different from the educational aims of the faculty. In our budget we allocate as much as we possibly can for faculty recommendation of materials which support course offerings. Even at the risk of an unbalanced collection, we feel that this is the best educational value for the book dollar. In addition, we send out regularly

photocopies of tables of contents of periodicals and also notices of newly published books as these appear in the "Weekly Record" of *Publishers' Weekly* and other places. Faculty involvement both in the selection and weeding of library materials is excellent.

We engage in informal discussions with faculty members about their classes. Syllabi for all courses taught are filed in the library so we have an inside track for talking points. So far, we have yet to find a faculty member unwilling to talk about improving library use in a particular course. The creation of a congenial atmosphere and the building of personal relationships does not happen overnight. It requires tact, patience, and good timing.

Secondly, it seems to me that the teaching of library skills must be adapted to a student's needs and capabilities throughout his four years in college. In our faculty handbook, there appears the following statement: "The teaching program requires of the faculty a conscious building of bibliographic training into the four-year curriculum in such a way that the graduate will have learned to appreciate and use effectively the apparatus of scholarship as well as the subject content of his courses."

Educationally, I believe this is sound. It is largely a waste of time to teach freshmen the things about the library that are more appropriate their junior year. The student is most highly motivated when his needs are specific.

At Presbyterian College library instruction is staged over four years. Incoming students are tested during orientation week as to their library skills. A test that can be recommended though somewhat outdated is "A Library Orientation Test for College Freshmen," published in 1955 by Teachers College, Columbia University. This exam represents a minimal or high school knowledge of the library. The purposes of the test are mainly diagnostic: to discover the areas and the extent to which college freshmen need instruction in the use of library resources. Evidence indicates that students are particularly weak in their knowledge of indexes and biographical reference tools. If a student appears to be seriously deficient, we recommend through his advisor that the student enroll for remedial work during his sophomore year.

At the time the test is given, I also talk briefly to freshmen about the library. I tell them where I can be found, and what kind of help they can get from the Student Services Office. All freshmen are given maps of the library and copies of the rules and regulations. Presently we are in the process of developing a slide-tape program to show locations of various library services. We are also considering a self guided tour sheet.

For various reasons, including a change in the college calendar, the English department has dropped the traditional freshman term paper in order to spend more time on literature. Students still write short papers, and they learn how to prepare bibliographic citations. Formerly we gave one hour of library instruction in connection with freshman English, but this year, the session is limited to the honors class only. The only other freshman classes with which I work directly are honors biology and honors French, and this involves introducing students to the literature of the subject.

At the sophomore level, a one hour, one credit course, entitled Library Methods is offered to students needing remedial work, but the course is also open to other students above the freshman level who are able to profit from formal library instruction. Some juniors and seniors choose to enroll because it can be fitted into their schedules, and some heading for graduate school can see merit in such a course. I teach this course, but it can be team-taught and we have done it that way too. We try to get across not only mechanical matters such as using indexes, but also an understanding of how scholars approach and use information. If we can get students to begin to think of themselves as budding scholars, we have a chance for them to sense and appreciate scholarly ways.

Also available at the sophomore level are several important courses which introduce the student to his chosen major, e.g. Introduction to Literary Subjects (English 299) and Methods of Historical Research (History 299) in which particular attention is given to subject bibliography. These courses are taught cooperatively with some sessions in the library followed by appropriate assignments. When department faculty members are involved at this point they are more likely to hold their students accountable for this knowledge in the advanced (junior and senior level) courses.

At the junior level, and by design, faculty members assign work requiring a variety of resources and information formats, e.g., constructing annotated bibliographies, writing critical book reviews, using newspaper indexes and microfilm, and unraveling the mysteries of technical abstracts and indexes. In this connection we have designed handouts for particular problems; e.g., biographical search strategy for Christian Education, a guide for using *MLA Bibliography*. Each type of problem represents an opportunity for individualized instruction in the library.

At the senior level, and in cooperation with particular departments, students working on advanced subjects are invited to discuss projects with the Student Services Librarian with a view to identifying materials and sources not obvious to the student. The importance of bibliographic skills is stressed particularly for those heading toward graduate school. On request, the Student Services Librarian will also provide individual and group instruction in search strategy techniques and the interpretation of library materials for research.

In addition to the opportunities described above, there are courses in Library Science in which bibliographic techniques and skills are also covered, e.g. Introduction to Library Science (Education 205), and Library Seminar: The Information Explosion (Education 207). In these courses library skills are approached inductively; that is, the courses deal with matters of academic substance, but students also get a good workout in the library and are expected to demonstrate competence in the use of particular tools.

Thirdly, it seems to me that in a teaching program of this kind, we need to recognize and value the fact that students themselves can help each other. We happened on this because we are a community library as well as a college library and from time to time became inundated with high school students. Partly in self-defense and partly out of a desire to give good service, we trained a student services assistant to stay out front in the afternoons to help youngsters who were obviously floundering around the catalog. We discovered that our own students, at least initially, went to their peers with more ease than to a professional librarian. The trained student assistants can be trained to handle many questions which need not occupy professional time and can refer the difficult problems to professional personnel. The involvement of a student at this point helps to create good will for the library among students, which is, of course, desirable. For the student assistant, the advantages are obvious. This year's senior is next year's teacher or graduate assistant, or possibly even a future librarian and guiding others in using the library should prove to be valuable experience.

In selecting assistants we looked at some of the highest scores on freshmen library orientation tests, those who rated high in library work in both the Kuder Preference Test and the Strong Interest Index, and Dean's List students. We have also had the cooperation of the director of student aid in identifying students eligible to work, and the registrar in checking permanent records. Personal interviews then followed. We are now training two new assistants in skills necessary for this position, and this represents an expansion of our student services program.

In summary, nothing should be taken for granted about student services. Things

are most likely to happen when you work to make them happen.

Recommended reading: Patricia Knapp's *The Monteith College Library Experiment* (New York: Scarecrow Press, 1966); *The Library College: Contributions for American Higher Education at the Jamestown College Workshop, 1965* (Philadelphia: Drexel Press, 1966) edited by Louis Shores, Robert Jordan, and John Harvey; issues of *Learning Today* (beginning Fall, 1971), formerly *The Library College Journal*, which began with Winter, 1968. "Integrating Library Instruction in the College Curriculum" is the theme of the July/October 1971 issue of *The Drexel Library Quarterly*. This issue is a good summary of research to date.

Exhibit B Extract from the report of the Visiting Committee, Southern Association of Colleges and Schools, July 15, 1975.

"The library looks upon itself as a teaching library, and diligent and effective efforts have been made to reach both students and faculty. These efforts have included teaching, orientation for students and new faculty, the preparation of special guides and bibliographies, self-evaluations of effectiveness, and other creative and useful approaches to providing improved service. That these efforts are effective is indicated by the nearly campus-wide approval extended the library and its staff.

"The tenor of this report on the library may appear indiscriminately commendatory, so, perhaps it should be emphasized that, if anything, praise has been minimized. This is a superbly organized, excellent library facility."

(This quotation is made with the permission of the Southern Association and with the understanding that it is not for further dissemination.)

Library Service Enhancement Program Proposal
Presbyterian College

Exhibit C Commentary on Specific Objectives

Objectives based on assumption 1: A close working relationship with faculty members is essential to a teaching library.

1. To plan with departments of the college a sequence of library experiences extending through four years in all areas of the curriculum and to hold periodic conferences with each faculty member.

   In several departments (English and history) we have had good success with pilot efforts, and are presently working with fine arts and psychology along the same lines. Other departments have also expressed interest, and we would like to explore with about thirty faculty members ways in which they could make more imaginative use of library resources in courses which they teach. These should be flexible--not certain skills required for certain years--but taught as teacher and librarian perceive the need.

2. To provide opportunities for faculty members to become acquainted with resources previously unknown to them, old as well as new.

   Finding devices--indexes, abstracts, bibliographies--are indispensable to effective library work. We recognize that many of these devices are not immediately familiar to faculty members. A presentation in terms of a "refresher" session, which also includes providing this kind of help along with newly published tools is useful to faculty members.

3. To work with faculty in surveying holdings in particular subject areas so as to help with evaluation of choices through the acquisitions program.

   Faculty members carry heavy responsibilities in materials selection since, in our view, best teaching value for the book dollar is gained when purchases are course-related. The college is prepared to fund student assistance for checking holdings against standard lists so a determination can be made as to whether the collection is becoming unbalanced and whether items on standard lists should be secured for teaching purposes. Faculty latitude for expenditure needs to be balanced by responsibility for what is purchased.

4. To provide additional bibliographic services for faculty members.

   We need to set up a program for training student assistants to provide this service. A first priority would be bibliographic searching for new courses, with a view to materials selection. A second priority would be to help faculty members with identifying and locating research materials in their specialty. Students who develop such expertise are likely candidates for further training in the student services department where they will have opportunity to help students who are involved in independent study and other advanced projects.

5. To work with various other groups on campus to see that they make best use of our resources.

   As for faculty, we need to set up opportunities for other administrative personnel to become aware of resources which they can use in their work: academic dean, deans of students, director of placement and student aid, director of the guidance center, director of alumni affairs and public relations, business manager, director of development, chaplain, and director of volunteer services. For example, by working with the director of volunteer services on campus, it would be possible to set up workshops to provide help from the curriculum collection for student tutors and those who work with disadvantaged children in the community.

Objectives based on assumption 2: The teaching of library skills must be built into the four-year curriculum and adapted to the needs and capabilities of the individual student.

1. To identify library skills needed in each course, and to help students carry out library related assignments which have been previously developed with faculty members in particular courses.

   This objective represents the library following through on the first objective of assumption 1 (above).

2. To introduce to students in the first course of the major the principal resources of research in that particular discipline.

   The English department presently offers a course at the sophomore level, "Introduction to Literary Studies," which is heavily laced with subject bibliography; for English majors, this is invaluable, though many realize it most when they enter graduate school. Not every department can offer an entire course of this type, but space can be created within the introductory courses in many fields for attention to subject bibliography. We have experimented with this in sociology and psychology, and wish to expand into other majors.

3. To evaluate the degree of improvement in library skills through four years of college work by means of appropriate testing instruments.

   It seems to us that a diagnostic test at the point of entry into college to identify particularly weak students should be balanced by an assessment of growth in library skills over a four year period. Many of our graduates go into graduate schools or take advanced work elsewhere; we should satisfy ourselves by some objective measurement that they are at home in an academic library. Competency-based assessment is an area we also wish to explore.

4. To work with the college counseling program to identify students with reading problems and to help with remedial work.

The library obviously has much at stake in having a student body which can read well. The college administration is agreeable to working in the direction of diagnostic testing in reading for all sophomores so that students entering upper-level courses will not have to spend their time struggling with basic reading when they should be doing extensive, critical reading. This is an area troublesome to many students who are overcoming cultural disadvantages in their background. Programs to improve effectiveness in reading and other study skills (listening, note-taking, etc.) are now available as auto-tutorial packages, and can be administered through the library. We would like to study this possibility by observing effective programs elsewhere, if they exist.

5. To revise the present course in Library Methods and to expand options presently offered.

Course descriptions are shown in Exhibit D. We presently offer a choice of approach in this one-credit course: library skills through subject bibliography; or library skills through term paper writing. These are basically "how-to-do-it" courses. We have been considering a seminar course on problems relating to information and communication, through which library methods can be taught inductively as part of the course. This needs development time.

6. To identify reasonable expectations of high school achievement in library skills so as to gear instruction to what students bring with them from high schools when they come.

We have already been in touch with the State Department of Education on this matter. We also need to work with high school library supervisors and high school librarians, and to encourage better feedback from colleges to high schools. If successful programs of this type already exist, we would like to find out about them and see what can be recommended in this geographical area.

7. To acquaint students preparing for professional teaching careers with the role of the school library.

We have a number of education and special education majors enrolled at Presbyterian College who need to have a perspective on school libraries not often acquired in professional training. Cooperative arrangements with local schools and with Whitten Village, a major institution for the mentally retarded (2,200 residents) located in Clinton, make this a very real possibility. Tours, lectures by other professional librarians, and engagement with students in classroom situations are points of exposure which can be developed further.

8. To devise a library handbook and also a newsletter for students to be issued on a regular basis as a means of improving general liaison with the student body.

   While we have examined many handbooks from other libraries, we believe we still need to develop a kind of library handbook which is most suitable for our type of library program. The library also needs to work on a student relations program which will call to the attention of students reading materials of a general nature or items for leisure time use. We need to devise ways of publicizing our program and our offerings, and to make more effective use of exhibits which are systematically changed. Continuing costs would become part of the library budget; we are presently interested in tooling up for it.

9. To canvass library literature in some depth on the subject of academic library instruction and to make available to other librarians a summary of this study.

   This goal requires brief periods of resident access to a good collection of library science publications as might be found at a university library. The results of this work could be gathered into a bibliographic essay which could be distributed to librarians at other neighboring institutions.

Objectives based on assumption 3: Trained student assistants acquire skills, competencies, and attitudes which can be of great benefit to them and to other students.

1. To canvass library literature in some depth on the subject of recruitment, training, supervision, and recognition of student assistants, and to make available to other librarians a summary of this study.

   This goal requires brief periods of resident access to a good collection of library science publications as might be found at a university library. The results of this work could be gathered into a bibliographic essay which could be distributed to librarians at other neighboring institutions.

2. To improve the quality and increase the amount of training by student assistants in preparation for work in the student services department.

   In selecting students for library assistantships in the student services department, we would like to test for apparent interest and aptitude for library work by administration of the Kuder Preference Test and the Strong-Campbell Test. Students who are selected will be asked to come for one week before the opening of school for intensive training so that they can be ready to assist when classes begin. Records can be kept for indications of the number of students helped, type of problem, referrals to professional librarians, etc., while a sampling of students can be asked later in the year to evaluate the quality of assistance received from their peers.

3. To train students in the production of non-print media and other individualized materials to be used in library instruction.

   Many students learn better through non-print media, and the provision of such options increases the number of learning modes available. Possibly projects of this type might be undertaken by students in education or library science courses.

4. To identify students interested professionally in library science.

   While we do not offer an undergraduate major in library science, and do not intend to, we would like a better way of spotting the students for whom librarianship is a live possibility so that they can be encouraged to gain experience through work opportunities and have the benefit of counsel earlier than their senior year. Within the last five years, about ten former student assistants have gone on to library school partly as a result of our encouragement and are now active professionals in various types of libraries.

5. To visit other academic libraries of comparable size and program where it appears they have an unusually good program for development of student assistants.

   A visit to LOEX for examination of materials submitted by participating libraries should make possible identification of those institutions which could be visited with profit. While we recognize the usefulness of hardware and machine instruction, we are much more committed to the kind of teaching that involves personal attention and encounter. Equipment is not our first interest, but where programmed learning can be instrumental for our objectives, it deserves to be looked at.

Exhibit D

Library Service Enhancement Program Proposal
Presbyterian College

Education 240 **Library Methods** (One-hour credit)

Offered each semester, this course is designed to help students identify and locate resources for use in scholarly work. Sections are purposely small (about ten students). Classes meet in close proximity to the materials, and students actually handle the items which they are learning to use.

During the Spring Semester (1976), two versions of this course will be offered. Following preregistration, students who have signed up for Education 240 will be asked to indicate their preference, and class hours will be arranged to accommodate as many as possible.

Option A

In this approach, the library is viewed as a network of resources with many components which must be imaginatively worked if information needs are to be satisfied. Students are taught to identify potentially useful material in a variety of formats (books, journals, encyclopedias, film, etc.), and by means of appropriate finding devices (card catalog, periodical indexes, abstracts, etc.), they are taught to locate such items in the collection.

During the latter part of the course, a bibliographic project which is integrative in nature is required of each participant. The student selects a discipline (most often the student's chosen major), and prepares a survey of the types of literature (with examples) which pertain to that field. The student is thereby encouraged to move toward a beginning knowledge of subject bibliography which should be helpful in upper level courses.

Option B

The emphasis in Option B is on term paper preparation rather than on subject bibliography. The actual writing of a term paper provides a framework for the course, and the use of indexes and other finding devices is taught in connection with the location of sources for the paper.

Class meetings are scheduled to coincide with the pace of the paper, and considerable attention is given to the organization and mechanics of the library-based term paper. This option may be helpful to students who have never written a term paper or whose term papers are consistently poor.

Course outlines for both options are available at the library desk.

OPTION A

Library Methods
Education 240

Presbyterian College
Spring Semester, 1976

Topics

Sessions

1/13 I. Information: an academic approach

1. Information and the scholar
2. How information is generated and packaged
3. The storage of information in libraries
4. Identifying and locating information: the "list" as a finding device

1/20 II. Finding — By using

Finding	By using
1. Books	1. The card catalog
1/27 2. Articles in magazines	2. Periodical indexes and directories
2/3	
2/10 3. Essays, stories, plays	3. Indexes to composite books
4. Book reviews	4. Book review indexes
2/17 5. Various types of material	5. Source lists such as
	A. Bibliographies
2/24	B. Abstracts
3/2 6. Combined applications in term papers	

3/9 Quiz

III. Information Systems and Subject Bibliography

3/23
1. The idea of an information system
2. The library as a complex of information systems
3. Mapping selected systems
   (1) People
3/30 (2) Places
4/6 (3) Events
4/13 (4) Ideas
4/20 (5) Words
   (6) Combined applications in subject bibliography

4/27 Project Presentations

Exam - To be announced

Library Methods
Education 240

Presbyterian College
Spring Semester, 1976

Topics

Sessions

1/ 9 — Introduction and Library Tour

1/14 — I. From Subject to Topic

1. The subject approach to sources
1/16 — 2. The card catalog
1/21 — 3. Periodicals and periodical indexes
1/23 — 4. Bibliographies
1/28 — 5. Abstracts
1/30 — 6. Essays and book reviews
2/ 4 — 7. Special problems: people, places, events, ideas

2/ 6 — Quiz

2/11 — II. From Topic to Thesis Statement

1. Function of the thesis statement
2. Examples of thesis statements for class critique

III. From Thesis Statement to Outline

1. Patterns of organization
2. Evolution of an outline demonstrated

2/18 — IV. From Outline to Notes

1. Relating note-taking to the outline: evaluating evidence
2. Note-taking format
3. Anticipating documentation

3/ 3 — V. From Notes to First Draft

1. Class critique of student outlines
2. Revising the outline
3/ 5 — 3. Writing as craft
3/10 — 4. Class critique of sample term papers

3/26 — VI. From First Draft to Final Version

1. Editing
2. The style manual
3. Documentation: footnotes and bibliography
4. Typing and proofreading

4/16 — Paper due and final exam

THIS PORTION OF THE APPLICATION SHOULD BE FILLED OUT BY
THE LIBRARY DIRECTOR

c19a

COUNCIL ON LIBRARY RESOURCES
One Dupont Circle • Washington, D.C. • 20036 Tel. 202-296-4757

LIBRARY SERVICE ENHANCEMENT PROGRAM

The original and 12 copies of this application form and attachments should be sent to the Library Service Enhancement Program, Council on Library Resources, postmarked no later than February 15, 1976.

Name of Institution: Presbyterian College

Name and official title of library director: (Dr.) Lennart Pearson, Head Librarian and Associate Professor of Library Science

Office Address: Clinton, South Carolina 29325

Tel. No. (803) 833-2820 Ex. 214

POSTSECONDARY EDUCATION

Institution	Dates Attended	Degrees, etc.
Wheaton College (Illinois)	1952-1955	A.B.
University of Edinburgh (U.K.)	1955-1957	
Union Theological Seminary (Va.)	1957-1959, 1964-1965	M.Div., Th.M.
University of North Carolina	1966-1967	M.S.L.S.
Union Theological Seminary (Va.)	1973-1974	D.Min.

EXPERIENCE, beginning with present position and working backward

Institution	Position Held	Dates
Presbyterian College	Head Librarian and Associate Professor of Library Science	1968 -
Union Theological Seminary (Va.)	Assistant Librarian	1965-1968
Opequon Memorial Presbyterian Church, Winchester, Virginia	Minister	1959-1964

Recognition:

M.Div. cum laude, 1959
Lilly Endowment Fellowship, 1966
Elected to Beta Phi Mu, honor society in Library Science, University of North Carolina, 1967
Outstanding Educators of America, 1972
Distinguished Service Award, Presbyterian College Board of Visitors, 1974
College yearbook dedication by students, 1975

Memberships:

American Theological Library Association
South Carolina Library Association
American Association of University Professors
American-Scandinavian Foundation

(OVER PLEASE)

Statement of the Library Director

1. I would like to see our library participate in the CLR Library Service Enhancement Program because services to students have been such a major ingredient in the development of our own program during the last eight years. This can be seen in the introductory section of our program proposal.

   As a college and as a library, we are committed to quality education focused on the individual. We believe that the library contributes greatly to the liberal education of students when it begins where they are, and enables them to acquire not only expertise in using the library but also appreciation and respect for the life of the mind.

   In every way possible, the library shares the educational objectives of the faculty, and it seeks to support and enrich the entire academic program through aggressive and imaginative integration of library resources and course work.

2. Our Student Services Librarian, Jane T. Pressau, has the knowledge, experience and attractiveness which invites the confidence of the faculty. She has had my personal encouragement to try a variety of things and she has never hesitated herself to suggest new ideas and new approaches. She has many friends and professional contacts throughout the state and continues to keep in touch with high schools and other colleges through professional activities.

   In addition to her other duties, Mrs. Pressau has had administrative oversight of a rapidly growing curriculum collection which serves the Education department. This means that she has had to deal with the details of library operations as well as student services, thereby acquiring a practical sensitivity to cost factors in library program development.

   Perhaps most important, however, she has the personal qualities of winsomeness and approachability which attract students and which enable her to work comfortably with persons of diverse interests and backgrounds.

   All in all, I believe that the time is right, the climate conducive, and the prospects bright for good forward movement in our student services program, and I sincerely hope that this proposal will receive a favorable response.

THIS PORTION OF THE APPLICATION SHOULD BE FILLED OUT BY THE DESIGNATED PROJECT LIBRARIAN AND ATTACHED TO THE PORTION COMPLETED BY THE LIBRARY DIRECTOR

c21a

COUNCIL ON LIBRARY RESOURCES
One Dupont Circle • Washington, D.C. • 20036 Tel. 202-296-4757

LIBRARY SERVICE ENHANCEMENT PROGRAM

The original and 12 copies of this application form and attachments should be sent to the Library Service Enhancement Program, Council on Library Resources, postmarked no later than February 15, 1976.

Name of Institution Presbyterian College

Name of Applicant Jane T. Pressau

Position Title Student Services Librarian and Assistant Professor of Library Science

Office Address Clinton, South Carolina 29325

Tel. No. (803) 833-2820 Ex.215

POSTSECONDARY EDUCATION

Institution	Dates Attended	Degree	Major Field
Erskine College	1956-1959	B.A. cum laude	Elem. Educ. & Soc. Studies
George Peabody College	1960-1961	M.A.	Elem. Education
University of N. C.	1967-1969	M.S. in L.S.	Library Science
University of Georgia	1966	Add'l hours: 6	Library Science
University of S. C.	1959-1960,1964	Add'l hours: 9	Educ. & Library Science
Appalachian State Univ.	1964	Add'l hours: 12	Library Science
Presbyterian College	1975	Add'l hours: 6	Religion

EXPERIENCE, beginning with your present position and working backward

Institution	Position Held	Dates
Presbyterian College	Student Services Librarian and Assistant Professor of Library Science	1970 - date
University of S. C.	Instructor in Library Science	1970-72 (summers)
Hughes Junior High School, Greenville, S. C.	Head Librarian	1967-70
	Assistant Librarian	1964-67
Furman University, Greenville, S. C.	Instructor in Library Science	1969 (evening)
East North Street School, Greenville, S. C.	Fifth Grade Teacher	1963-64
Bowie Elementary School, Bowie, Md.	Fourth Grade Teacher	1963 (Jan.-May)
Tusculum Elem. School, Nashville, Tenn.	Third Grade Teacher	1960-61
Blake St. School, Greenwood, S. C.	Fourth Grade Teacher	1959-60

Memberships:

South Carolina Library Association
Southeastern Library Association
American Association of University Professors
Kappa Delta Pi, honorary society in Education
Alpha Delta Kappa, professional sorority in Education

(OVER PLEASE)

Library Service Enhancement Program Proposal
Presbyterian College

Statement of the Applicant

The program statement presented in our introduction is largely an outgrowth of my past six years' experiences. Since I came to the college situation from experience in the public schools, I am particularly aware of student weaknesses in library skills which have to be met and dealt with at the college level. At the same time I am also aware that many of our students go on to graduate school, and those who have developed their ability to use a library have obvious advantages in pursuing independent work. Other graduates who move on to various careers and positions of responsibility in a society as complex as our own need to know how to use libraries effectively and efficiently for satisfying their information needs. These formative college years are crucial for the development of habits and attitudes which will endure for a lifetime. That is why we are extremely interested in giving our students the best possible program of library education.

In my work as Student Services Librarian, I have enjoyed the support of the college administration and have been greatly encouraged by the response of the faculty with the efforts we have made thus far. There is every reason to think that this support and response will continue. A good foundation has been prepared and we are now at the point where an opportunity for concentrated effort could enable us to achieve the objectives presented in this proposal.

Part II Interim Reports

Report 1: August 15, 1976 to
November 15, 1976

Report 2: November 16, 1976 to
February 15, 1977

Report 3: February 16, 1977 to
May 15, 1977

Library Service Enhancement Program
Presbyterian College, Clinton, S. C.

Interim Report: August 15, 1976 to November 15, 1976

Effective library-related instruction at the college level, we are discovering, involves problems which are subtle and complex. It makes use of orientation and library skills instruction programs, to be sure, but it also has to do with faculty and student attitudes, sensitivity to the teaching-learning process, and reading and writing proficiencies as institutional commitments. In a sense, the account of activity which follows represents the route by which these complexities have been uncovered; their resolution, like the impossible, takes a little longer.

Visits to other libraries. Activity under the grant began with a trip by the Project Director to LOEX at Eastern Michigan University (2 days), where it was possible to identify outstanding programs of bibliographic instruction and to gather samples of material used in other libraries. A visit to Earlham College (1 day) with Tom Kirk and James Kennedy was invaluable. The Project Director came away convinced that the Earlham program is certainly one of the best programs going in that it uses course-integrated methods which are appropriate to the small liberal arts college. While doing a literature search at the University of North Carolina, the Project Director observed instructional efforts at the undergraduate library and also at nearby Duke University. The Project Director also attended the annual conference of the Southeastern Library Association at Knoxville, November 4-6, where special attention was given to library orientation and instruction in a special section led by Tom Kirk of Earlham College.

Department meetings. On campus, to date, we have met with seven departments (Biology, Economics, Education/Special Education, Fine Arts, History, and Psychology), and preliminary meetings have been held with chairmen of seven other departments (Chemistry, English, Mathematics, Military Science, Modern Language, Physical Education, and Sociology). In these meetings, we discussed ways of building library experience into course sequences in a systematic way through library-related assignments, and we sought support for the idea of library instruction as a shared responsibility.

Emerging from these discussions is the following:

1. General library instruction is difficult to build into general education courses for several reasons:

(a). Instructors (other than in freshman English) are primarily committed to the teaching of content rather than skills, which means that there is heavy reliance on prescribed reading.

(b). In freshman English, where there is emphasis on expository writing skills, students are taught to do original analyses of literary works; essays are written in class and the use of secondary sources (and, therefore, library search techniques) is virtually precluded.

(c). The writing of research papers is discouraged because sections tend to be large and there are no graduate assistants to handle the papers.

(d). To teach library methods in such courses without reference to specific need is beneficial only to the student mature enough to anticipate future use; in other cases, such teaching arouses resentment, and the more so if required.

2. A course geared to several majors, e.g., "Library Methods for the Humanities (Social Sciences, Sciences)" might offer some possibilities at the point where students begin their majors. Most faculty members, however, do not wish to require such a course.

3. Inclusion of library instruction as an integral part of the first course of the major, with a research project requirement, is considered attractive because student motivation seems to be highest when the application is immediate.

Our reaction includes the following observations. Quite apart from the matter of library instruction, it may be questioned whether our students get enough experience in writing (and rewriting) in their general education courses. (Over this the library has no control beyond calling it to the attention of the appropriate agency within the college which deals with academic affairs.) We think that opportunities could be created even within general education courses for some initial acquaintance with the library by means of brief bibliographic assignments other than term papers, and further, that such initial exposure to a few subject-approach finding devices (e.g., LC subject headings and several periodical indexes) is an essential foundation for subsequent instruction at the upper level and/or in major courses. If we abandon this attempt, we say in effect that the library is largely irrelevant to first and second year students. What reason is there to believe that such a mind-set is easily changed just because a student reaches his/her third year? We think that the required religion courses, which are taken by virtually all freshmen and sophomores, may well represent the most promising possibility for introducing the subject approach to information and a few basic search strategies.

Individual faculty members. We have now talked at length with thirty-four individual faculty members about specific ways of incorporating library components in particular courses. Ideas which have been considered include preparation of annotated bibliographies, critical book reviews, and evaluation of scholarly journals as well as the traditional "term paper". A number of faculty members responded very favorably to the idea of "pathfinders", and we will be developing a number of these presently. A term paper clinic offered in connection with a course in abnormal psychology was well-received, and one section of biology will be involved in library research this spring. These projects are experimental for the present, but look promising.

Each interview has been followed up by a one-on-one walking tour of the index/abstract and reference sections of the collection. The Project Librarian has been able to point out a number of basic finding devices previously unfamiliar, e.g., LC Subject Headings, EGLI, MMT Index, PAIS, BIP, sources of biographical information and book reviews, and the library's periodicals holdings record. The personal attention was greatly appreciated.

Literature searching. Since one of our objectives was to examine professional library literature on the subjects of (1) library instruction in academic libraries, and (2) the use of student reference assistants, the Project Director visited Emory University (1 day), the University of North

Carolina (3 days), and the University of South Carolina (1 day). Analysis of Library Literature for the last ten years showed much interest in library instruction but very little in the area of student reference assistants. (Possibly material on the latter can be found in unpublished dissertations, theses, and library school research projects.) We now have a file of approximately 125 articles on college and university library instruction which we will be making available to neighboring institutions later this year. While it has been genuinely helpful to see what other institutions are doing in library instruction, it must also be said that after a certain point the literature becomes rather repetitious. One thing, however, is striking. Discussions of course-integrated library instruction are published for librarians but not where they are readily seen by faculty members. For instance, a canvass of three professional journals--Journal of Higher Education, Liberal Education, and Improving College and University Teaching-- for the years 1973-1975, shows that of a total of 350 articles, including many on teaching methodology, not a single one dealt with integration of course work and library resources! This would appear to be a case of mistargeted evangelism.

Holdings survey. Copies of appropriate sections of Books for College Libraries have been distributed to faculty members in departments. With marks placed next to items thought relevant to this curriculum, students are checking holdings against the card catalog; the resulting list will be used by faculty members as a guide to purchasing. The process strengthens ties with the library as faculty members assume more responsibility for book selection.

College administrative personnel. The director of student aid and placement has advised us on materials relating to grants, loans, government programs, and graduate schools. It has been determined that collections in the library and in the student aid office complement each other except in the case of heavily used sources. Appointments have been scheduled with the director of the guidance center and the director of volunteer services. In a related development, conversations have been initiated by the library involving the possibility of library-centered continuing education for area ministers, with reading lists available for guidance during a week of residence.

Library education. Evidence such as the Perkins study (The Prospective Teacher's Knowledge of Library Fundamentals by Ralph Perkins; New York, Scarecrow Press, 1965) indicates that professional teachers in elementary and secondary schools often make poor use of the media center partly because they are personally weak in library skills. To sensitize our education/special education majors and to provide an in-service training opportunity for area schools, a one-day workshop was held on October 19 on the role of the media center in the learning process. Meeting in separate sessions with students, public school librarians, and principals of schools within the county, a library consultant discussed functions of school libraries and the importance of shared responsibility in curriculum development and support. (Services of the consultant were funded by the participating school districts). It is anticipated that as a result of this effort, our own teacher candidates will be encouraged to demonstrate library proficiency as part of their professional training.

In a related matter, we are aware that students bring with them attitudes which reflect their earlier experience with (high school) libraries. At the same time, there is a drastic discontinuity in the library profession between high

school and college or university librarians which needs much more attention than it is getting. We are experimenting with ways of communicating our concerns to high school librarians, who also have problems of their own in dealing with high school administrations, and who perhaps can use our help in gaining some leverage for improvements in their own programs. In the long run, we would be the beneficiaries.

Replacement librarian. To carry out the usual work of the Project Director, Mr. Paul Stephen Bostrom was appointed acting Student Services Librarian for 1976-77. A graduate of the School of Librarianship at the University of South Carolina (M.L.S., 1975), Mr. Bostrom has been involved in many of the staff conferences and discussions with faculty which have been going on this fall, and has also started to implement ideas and suggestions emerging from these discussions in a very capable and imaginative way. It would appear to us that CIR-funded replacement librarians who by this kind of participation in the LSEP program have caught the vision of what an academic library can become should be regarded as particularly valuable assets to the profession. Is there no way that CIR could provide encouragement to librarians such as Mr. Bostrom, e.g., by making such names available to applicant libraries who might have openings where this particular perspective in the library program is desired?

Publicity. Copies of printed announcements relating to the grant are attached. Probably the best publicity on the campus has been through informal channels --word of mouth, faculty lounge, etc. In a related matter, we have sent copies of our CIR proposal to ten LSEP winners on an exchange basis and to ten other institutions requesting it.

Plans. For the next three months plans include continued sessions with individual faculty and administrative staff. The Project Librarian will be developing a card file showing library components in detail for every course offered. Student assistants will continue to check holdings from Books for College Libraries, as requested by faculty members, and will prepare bibliographies for faculty. Work will begin on library exercises, pathfinders, and bibliographies for the first course of the major, and we will begin to experiment with the term paper clinic. The Library Methods Course will be revised to meet students' needs in assignments more directly. We will be in touch with high school librarians as to high school achievement in library skills. Because of weather conditions this time of year, we will not be traveling as much the next three months. On the basis of a preliminary meeting scheduled for November 30, we hope to offer a spring workshop on library instruction for the librarians in South Carolina independent liberal arts colleges (about 15-20 institutions).

Jane T. Pressau
Project Director

Lennart Pearson
Librarian

November 30, 1976

Library Service Enhancement Program
Presbyterian College, Clinton, S. C.

Interim Report: November 16, 1976 to February 15, 1977.

Our efforts continue as we try to consolidate the gains from our initial thrust. It is clear, however, that we still need to pay more attention to several basic factors which influence use of library resources: (1) student reading ability and attitudes toward reading, and (2) teaching methods used by faculty. Interest in what we are doing remains high, and we are encouraged to think we are moving in the right direction.

Conferences with individual faculty members. A continuation of conferences with twenty-seven faculty members brings us to a total of 53 faculty reached (34 conferences were reported last period but some professors had two conferences). Only two instructors contacted were too busy to come (one math and one physical education). Discussions included specific ways of incorporating library components in particular courses and each faculty member was taken on a walking tour of the index/abstract/reference sections of the collection.

Library skills in each course. After conferring with faculty members, the Project Director has established a folder for each course taught at the college showing library-related assignments. These will be updated at the beginning of each term. For classes which include library sessions, instructors will be contacted for scheduling and updating of information and assignments. These records will also indicate whether faculty members were present and participated.

Library education. The Project Director met with a class of nineteen secondary student teachers to discuss types of library resources useful to teachers in various secondary subjects. This session tied in with their assignment of preparing a bibliography of materials in their teaching area. She also met with a class of thirty children's literature students to discuss sources for book selection and sources of information on authors of children's books. A follow-up assignment gave the students practice in using the materials discussed. Since both classes had assignments immediately following the library sessions, interest was high. We have studied the SUNY module for "Library Resources in Education" and are sharing it with our Education Department.

Term paper clinics. We have continued to experiment with the term paper clinic. Two history professors asked that a two-session term paper clinic be set in early January for Latin-American and European history classes. Attendance was poor. No preliminary bibliography, thesis statements, or outline were required before the final paper in April. Our experience to date suggests that if these had been required or if the sessions had been nearer the final deadline, student motivation would have been considerably higher.

Conferences with college administrative personnel. Four conferences with administative personnel included the new dean of students, the dean of women, the director of the guidance center, and the director of volunteer services. The new dean of students learned about library sources of information helpful to his work such as College Student Personnel Abstracts, Education Index, and Research in Education. He was also given a list of indexed journals taken by the library together with a list of some pertinent subject headings in this area. Both the dean of women and director of the guidance center were particularly interested in sources of information on professional opportunities for girls, and several bibliographies were ordered by way of follow-up. The director of volunteer services discussed the library workshop held for student volunteers in the fall. Plans are to continue this workshop to acquaint students with materials useful in their projects such as tutoring, working with disadvantaged children through recreation programs, and teaching Sunday School at Whitten Village to retarded children and adults.

Work with Circulation Desk Staff. Prompted by an article which discussed the importance of training for the circulation staff (since they usually have the most direct contact with patrons), we have given nine students and four adults more intensive, detailed training in the index/abstract/reference area. Since we are unable to staff the reference desk professionally at all hours the library is open (such as Saturday and Sunday afternoons and the dinner hours between 5-7 each day), we rely heavily on our non-professional circulation staff at these times. Stressing that they should refer reference questions to the Student Services Librarian and student reference assistants when these people were on duty, the Projector Director worked with pairs and individuals to cover the most frequently used sources of information. Staff members were asked to share questions often asked, such as how to find a dictionary (abridged) and encyclopedias, how to write footnotes in a paper, etc. Most of the staff appeared interested in learning and several later reported that they had used some of their new skills within a week. We like this approach and plan to continue it next year.

Library guides. Instead of developing one comprehensive library guide, we are preparing many library guides on single concepts or types of material needed. We now have drafts on the following:

How to Find a Book Review
How to Find Information in Political Science
Search Strategy for Biographical Information
Research Strategy for Political Science
Major Library Finding Devices (sent to faculty and given to circulation staff after conferences)
How to Find Help for Footnotes and Bibliographies
How to Find Articles in Periodicals
How to Find Plays in Collections
How to Find Quotations
How to Find Poems
How to Find Short Stories
How to Find Information on Investments

We plan to prepare guides on the following:

Location Guide
Card Catalog
Abstracts
Sources of Statistical Information in Sociology
How to Use Atlases
Microforms in the P.C. Library
Interlibrary Loan
How to Find Information in Psychology

While such guides simplify the process of finding solutions to information problems, several faculty members have wondered whether the immediate availability of such detailed pathfinders deprives the student of opportunities for learning such skills on his or her own. It is possible that the development of pathfinder-type guides on specific subjects might be an appropriate bibliographic exercise for students rather than having the library provide ready made pathfinders as handouts.

Holdings survey. Student assistants are continuing to check sections of Books for College Libraries against our author-title catalog as faculty members complete requests for appropriate titles. Nine departments have completed this check to date.

Literature searching. Six ERIC reports and about ten articles in periodicals have been added to bring our file to approximately 135 articles on academic library instruction, student assistants, and remedial reading. Our intention is to make this collection available to other librarians.

Visits to other libraries. On December 14, the Project Director visited Dr. Mary Beaty, Assistant Director and Coordinator of Independent Studies, at Davidson College, Davidson, N. C. Her position is a part of a five-year CIR-NEH grant to expand reference services. From a tour of their new building, we gained ideas relating to the arrangement of materials, signs, public relations materials, and bibliographies. Dr. Beaty discussed her work with classes and their generous inter-library loan privileges for students.

Area Workshop for Academic Library Instruction. We have taken the initiative in organizing an area workshop for librarians who work with students in private S. C. colleges. It is planned for late April at Columbia College (Columbia, S. C.). Brian Nielson, reference librarian at the undergraduate library of the University of North Carolina at Chapel Hill, will lead the group, which is expected to number about fifty. Librarians who register will suggest topics they want discussed and will be encouraged to share materials and ideas with others present. The workshop will be funded by participating libraries, by a small grant of Title IX funds through the S. C. Foundation of Independent Colleges, and possibly by a modest ($75.00) contribution from our LSEP grant.

Library intern. We are working on a proposal for a library intern to assist with student services. It does not appear at this time that the position will be funded next year, but we are hopeful about the following year.

Plans. For the next three months plans include continuation of library guides and bibliographies. Students will continue to check the author-title catalog against Books for College Libraries as requested by departments. Syllabi will be secured from faculty to update the present syllabi file. These will be compared to the file information we now have to see the aggregate for each course. We will continue working with the director of the Guidance Center on the remedial reading situation. Students who have taken a programmed course to upgrade their reading skills will be polled as to its effectiveness. We plan tentatively to visit Florida State University at Tallahassee, Eckerd College (and participate in the Library College Conference on March 18 there), St. John's College (because of its commitment to teaching with books), the University of Colorado at Boulder, the University of Denver, the University of California at Los Angeles, Occidental College, and the Library Orientation Conference at Eastern Michigan University. On April 20, the Project Director will participate in a panel discussion on Library Orientation for a workshop sponsored by the Junior Member Round Table of the South Carolina Library Association.

Jane T. Pressau
Project Director

Lennart Pearson
Librarian

February 28, 1977

Library Service Enhancement Program
Presbyterian College, Clinton, S. C.

Interim Report: February 16, 1977 to May 15, 1977.

Visits to other libraries. On March 18, the project director attended a Library-College Conference, "Learning Through Discovery," at Eckerd College, St. Petersburg, Florida. The library-college concept, popularized by Louis Shores, has emphasized instructional methods in which the library occupies a central place. The conference was disappointing, and we do not think much impetus for bibliographic instruction is likely to come from this direction because it is unfocused, unrealistic, and expensive. In connection with this trip, the project-director observed library instruction programs at Eckerd and at Florida State University.

On April 5-8, the project director (along with Ilene Nelson, project director at the University of South Carolina) visited several libraries whose programs looked interesting and relevant, as determined by examination of LCMX materials, professional literature, and grant reports. The following libraries (and librarians) were visited: University of Colorado (John Libans); University of Denver (Pat Fisher, Reference Librarian, and Sally Smith, library school faculty); Occidental (Tyrus Harmsen, librarian, and John Campbell, librarian-at-large); University of California at Berkeley (Ann Lipow, cooperative services librarian). We had some outstanding discussions with these innovative librarians, observed their programs in operation, talked with other staff members and student assistants, picked up sample materials (guides, bibliographies, course outlines) and ideas (a-v/graphics, term-paper clinics, grant proposals and reports).

On April 28, the project director went as an observer to a meeting of the Piedmont Special Libraries Association in Greenville, S. C. to investigate the possibility of participation in an area union list of serials (with semi-annual updates). Prospects appear to be good, and this will enable us to expand interlibrary loan services for students and faculty.

On May 11-13, the project director and the library director attended the LSEP pre-conference and the Library Orientation Conference at Eastern Michigan University. The project director led discussion groups on two separate occasions dealing with "Materials and Methods of Library Instruction."

Instruction in classes. During the spring term, and largely under the direction of replacement librarian Steve Bostrom, 308 students were involved in course-related library instruction and 9 in a more detailed course in library methods and term-paper writing. During the previous (fall) term, 169 students received course-related instruction and 13 in library methods class. This represents a total of 499 students who have received some formal instruction in library use this academic year, or about 60% of total enrollment. Next year, the project director and the chairman of the English department will team-teach a one-credit course, "Introduction to Literary Studies," which will include a substantial

amount of subject bibliography. A library instruction unit is also being added to the introductory course in education which is required of all education and psychology (counseling) majors. This will involve on-site instruction in the library followed by several hours of self-paced bibliographic work by the students.

Library guides. With student assistance in bibliographic searching and typing, and in cooperation with teaching faculty, a number of guides have been prepared to help students identify and locate resources in the library. While they will be available for the taking, they will also be used in class presentations where subject bibliography is team-taught by regular faculty and librarians. The series is open-ended and new guides will be prepared as needed. At present, the following are available:

A WALKING TOUR OF THE LIBRARY
HOW TO FIND THINGS IN THE LIBRARY
HOW TO FIND A BOOK
GUIDE TO THE LOCATION OF BOOKS
HOW TO FIND ARTICLES IN PERIODICALS
WHICH PERIODICAL INDEXES AND ABSTRACTS SHOULD I USE?
HOW TO USE ABSTRACTS TO FIND MORE MATERIAL
HOW TO FIND A BOOK REVIEW
HOW TO FIND BIOGRAPHICAL INFORMATION
HOW TO FIND A POEM
HOW TO FIND A SHORT STORY
HOW TO FIND PLAYS IN COLLECTIONS
HOW TO FIND QUOTATIONS
HOW TO USE MICROFORMS
HOW TO FIND AUDIO-VISUAL MATERIALS
HOW TO FIND INFORMATION IN MUSIC HISTORY
HOW TO FIND INFORMATION IN POLITICAL SCIENCE
HOW TO FIND INFORMATION IN PSYCHOLOGY
HOW TO FIND INFORMATION IN DEVELOPMENTAL AND CHILD PSYCHOLOGY
HOW TO FIND INFORMATION IN ABNORMAL PSYCHOLOGY
HOW TO FIND INFORMATION IN EDUCATIONAL PSYCHOLOGY
HOW TO FIND INFORMATION IN SOCIAL PSYCHOLOGY
HOW TO FIND INFORMATION IN SOCIOLOGY
HOW TO FIND INFORMATION ON INVESTMENTS
HOW TO FIND INFORMATION ON CAREERS
HOW TO FIND INFORMATION ON GRADUATE STUDY IN THE U.S.
HOW TO FIND INFORMATION ON FINANCIAL AID FOR GRADUATE STUDY
HOW TO FIND FREQUENTLY USED SOURCES OF INFORMATION
HOW TO FIND HELP FOR FOOTNOTES AND BIBLIOGRAPHIES
HOW TO USE PSYCHOLOGICAL ABSTRACTS
HOW TO USE MLA BIBLIOGRAPHY

There are still in preparation:

HOW TO GET MORE FROM THE AUTHOR-TITLE CATALOG
HOW TO GET MORE FROM THE SUBJECT CATALOG
HOW TO GET STARTED WRITING A TERM PAPER
HOW TO FIND CURRICULUM MATERIALS

HOW TO USE SOCIOLOGICAL ABSTRACTS
HOW TO FIND INFORMATION IN EDUCATION
HOW TO USE MENTAL MEASUREMENTS YEARBOOKS

It should be added that the bibliographic guides have been prepared in such a way that they can very easily be updated. Each entry exists in a master-file on a separate sheet. Sheets for various items are overlapped on a photocopier to create a new master list which is then reproduced in appropriate quantities on demand.

Holdings survey. Student assistants completed checking of Books for College Libraries for the following departments: religion, sociology, art, and business. English and biology have been partially checked. Drama, history, and music remain to be done. With these exceptions, all departments have completed what they were asked to do, and through follow-up next year, we intend to see this project through to its conclusion. The value to the library has been twofold: (1) faculty involvement with the library on an extended and personal basis during the time when the project librarian was interviewing faculty members about course-related instruction, and (2) a practical purchasing guide for future acquisitions.

Remedial reading. The director and the project director met with the staff of the college guidance center to discuss the possibility of administering the Davis Reading Test to freshmen. For those who scored low, further testing would be given in the guidance center and where appropriate, students might be encouraged to enroll in the Xerox reading improvement program (eight weekly, two-hour sessions), administered by the library staff. After interviewing students who actually took this reading course, we have a new respect for the complexity of the problems of poor readers whose patterns, in most cases, have been twelve years in the making. The initial results with the Xerox program may be sensational, but conservation of those gains requires great self-discipline on the part of the students and prolonged follow-up on the part of the library staff. Literature on library involvement in the teaching of reading skills is non-existent. The most we can say is that we continue to be interested in students who are poor readers and will try to develop appropriate contacts for referral.

Workshops. On April 20, 1977, in Columbia, S. C., the project director (along with Ilene Nelson, project director from the University of South Carolina), presented a workshop on library orientation/instruction for about 65 academic, public, and school librarians in morning and afternoon sessions. (A similar workshop for librarians of South Carolina independent colleges, originally scheduled for late April, has been postponed until the fall.) On May 16, 1977, the director, who happened to be on the campus of Wheaton College (Illinois), met for three hours with library staff members who wished to talk about library instruction.

Jane T. Pressau
Project Director

Lennart Pearson
Librarian

May 25, 1977

Part III Final Report on Program Evaluation

Program Description Summary — Presbyterian College Library, Clinton, S. C.

Our starting point for the work of this year has been the premise that library skills must be built into the curriculum and that this is possible only where librarians and teaching faculty are willing to work together.

Accordingly, we met individually with each of fifty-eight instructors to examine each course as it relates to the library. Possible assignments, projects, and activities were discussed, and each instructor was given a guided tour/refresher session on indexes and reference works suitable for use by undergraduates. A folder has now been established for every course offered so that a continuous record can be kept of its library component(s), changes in library assignments, degree of faculty and student involvement, evaluation of student work, etc. We have also discussed with departments ways of staging library experience in course sequences for the major. In recognition of the fact that student motivation is highest when application is immediate, several departments now include a simple research project (with library instruction) as part of the first course in the major. This experience is assumed and built upon in subsequent courses. During this academic year, 498 students (about 60% of enrollment) received some kind of formal instruction in library skills, mostly in connection with substantive courses and through the joint efforts of faculty and our LSEP-sensitized replacement librarian.

In other activity, much time went into preparing an open-ended series of informational and bibliographic guides which will function as our library handbook. About thirty guides have been completed and six more are in preparation. They are available as pick-up sheets and are also used in team-taught presentations of subject bibliography. We have also prepared some materials for use with incoming freshmen (welcome letters, student newspaper article, skills/attitude test for use at orientation). Copies of these items will be deposited at LOEX. Signs in the library have been improved and on-site instructions have been provided for the use of various pieces of library equipment.

Conferences with administrators (deans, chaplain, student aid and placement officer) have improved their awareness of library resources and we have received from them good suggestions for additions to the collection. A file of career information has been established for various majors. The possibility of a remedial reading program for marginal students has been discussed with the college guidance center, and while the idea of library involvement is appealing, it appears not to be feasible at this time.

By analysis of Library Literature for the last ten years, we developed a selective bibliography on library instruction. Our file of about 130 articles, theses, reports, ERIC documents, etc., is now available to neighboring institutions. A similar search on the use of trained student assistants yielded twenty articles. As an experiment, the project librarian gave intensive training in index/abstracts/reference works to nine students and four non-professionals who work at the circulation desk. Response was excellent and their ability to work paraprofessionally with students was greatly enhanced. We plan to continue such training in the future.

The opportunity to visit and observe innovative library programs elsewhere was invaluable and we recognize an obligation to share with others what we have learned. Both the director and the project librarian have been active in organizing and addressing workshops in library instruction for academic librarians in this area, and out of concern for continuity in library learning, we have also been working with elementary and secondary school librarians, principals, and consultants from the state department of education.

May 31, 1977

Jane T. Pressau
Project Librarian

Program Evaluation (Library Director) Presbyterian College Library, Clinton, S. C.

1. The first item for discussion involves a restatement of our program objectives as stated in our original proposal and a summary of results.

I. 1.* To plan with departments a sequence of library experiences extending through four years in all areas of the curriculum and to hold periodic conferences with each faculty member.

This objective was partially achieved. The problem with the objective as originally formulated turns on the phrase, "extending through four years." In actual fact, our curriculum falls into two distinct parts: (1) general education requirements, met by most students their first two years; and (2) major requirements, along with various electives, which together make up the work of the junior and senior years. Our experience indicates that a comprehensive program of staged library instruction has to deal with both types of requirements but in different ways.

1. General education requirements. At Presbyterian College, this part of the program is quite structured. Most freshmen take English; foreign language (BA) or mathematics (BS); science (biology, chemistry, or physics); and religion (Old and New Testament survey courses). Most sophomores take world history (two semester survey course); one or more introductory social science courses (economics, psychology, sociology, political science); and an elective in art, music, or speech. While it would seem appropriate to build some basic library instruction of general usefulness--how to find a book, how to find a magazine article--into these general education courses, we have found this difficult to do for a number of reasons.

(1). In freshman English, where there is emphasis on expository writing, students are taught to do original analyses of literary works. Essays are written in class and the use of secondary sources (and, therefore, library search techniques) is virtually precluded. Unlike most institutions, our freshman English course does not require students to produce THE freshman term paper.

(2). Instructors (other than in freshman English) are primarily committed to the teaching of content rather than skills, which means a heavy reliance on prescribed reading.

(3). Most of the general education courses, being introductory and survey courses, are by design extensive in nature. Skills which are developed in library instruction, however, tend to be more appropriate to the focused intensive treatment of subject matter characteristic of upper-level major courses.

(4). The writing of research papers is not encouraged in survey courses because sections tend to be relatively large and there is no graduate assistant to handle the papers.

(5). To teach library methods in survey courses without reference to specific research papers is beneficial only to the student who is mature enough to anticipate future usefulness. In other cases, such teaching tends to arouse resentment--the more so if required.

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*Numerals refer to objectives as presented in the original proposal.

Quite apart from the matter of library instruction, it may be questioned whether our students get enough experience in writing (and rewriting) in their general education courses. (Over this the library has, of course, no control beyond urging consideration by the appropriate agency within the college which deals with academic matters.) We think that opportunities could be created even within general education courses for some initial acquaintance with the library collection and services by means of brief bibliographic assignments other than term papers, and further, that such initial exposure to a few subject-approach finding devices (e.g., LC Subject Headings and several periodical indexes) is foundational for subsequent instruction at the upper level and/or in major courses. If we abandon this attempt, we say in effect that the library is largely irrelevant to first and second year students. What reason is there to believe that such a mind set is easily changed just because a student reaches his or her third year?

The nearest we have come to formal inclusion of library experience in a general education course involves several sections of Religion (New Testament Survey). In one instance, the instructor requires familiarity with some of the major tools for New Testament studies. Students examine sample volumes with the help of a study guide and are held responsible on the final examination for knowing how to use them. In another instance, a short paper is required in a specific topic and students are taught how to use the subject catalog, several periodical indexes, and some of the religious encyclopedias. Whether there is any transfer of these skills to the solution of information problems in other disciplines is undetermined.

2. Major course requirements. The project librarian met with all faculty members in seven departments and with the department chairmen of seven others to raise this question: What bibliographic skills do you expect of your graduating major and how will these skills be acquired? Most agreed that graduates should understand the structure of literature in the particular discipline, should have an awareness of the ways scholars converse with each other, and should be able to use appropriate finding devices for identifying and locating sources by which information problems can be efficiently solved. Most agreed also that intellectual engagement is also essential to education and that students needed to develop criteria by which to evaluate the quality of the resources they handle, though that was more the responsibility of the instructor than the library staff.

The most attractive option from the instructors' point of view was the inclusion of library instruction as an integral part of the first course of the major in connection with a research project or term paper as part of the course requirement. This is now being done in English/American literature, music history, organic chemistry, and education. (The introductory course in education is also required for psychology majors so this in effect gives coverage of two departments). Course integrated instruction is given in intermediate level courses in psychology (applied psychology, abnormal psychology, tests and measurements) and in economics (investments, money and banking), and in advanced courses in sociology (methods of research) and biology (senior seminar). In some departments, in other words, a foundation is laid early in the major which can be assumed in subsequent courses, while in other

departments, the burden falls on the library to show that the course integrated instruction given in advanced courses would probably be more meaningful if we started earlier. We believe that we are on the right track with what we are doing though progress is not uniform in all departments, and we are continuing to work with any faculty member who sees the point of what we are proposing.

We have for a number of years offered a separate "Library Methods" course for one credit, and students who have taken it despite the amount of work involved have often returned to express appreciation for what they learned. A possibility raised with faculty members this year was a redirection of this course along divisional lines: "Library Methods for the Humanities (Social Sciences, Sciences)." Most faculty members indicated they would not be willing to require such a course and so the matter stands. As course-integrated instruction continues to develop, the need for separate library methods courses should weaken. An interesting development which holds some promise grows out of the investigation by a faculty member into term paper requirements as these are presented to students in various departments. If departments could agree on a general approach and format for term papers across the entire institution, faculty members could give consistent instruction to students on this type of assignment, and library instruction could probably be fitted in as part of the research and writing process.

One last point. Since it is a commonplace that what happens in the library is directly connected with the expectations of classroom instructors, more attention needs to be paid to teaching methods which will encourage intellectual engagement. How can a student be brought to the point where he (or she) can hardly wait until class is over to get to the library where he can dig deeper for the sheer joy of discovery or to relieve at least temporarily the agonies of ignorance? (It is strange, to say the least, that in the professional journals read by the professoriate which devote themselves to teaching techniques [e.g., Improving College and University Teaching, Liberal Education, Journal of Higher Education], there is virtually a total absence of articles dealing with the pedagogical use of libraries, course-related library instruction, the teaching of skills as well as substance, etc.!) We believe that the inclusion of bibliographic skills among the teaching objectives of academic departments is a valid addition, and that evaluations of faculty performance should include an item along the lines: "The instructor assigns work which requires use of library resources other than my textbook." So far, and despite our suggestions, this has not yet been incorporated into our faculty evaluation form or procedure, supposedly on the ground that library use is not applicable to all courses (e.g., freshman mathematics) and would tend to disturb the uniformity of the evaluation. From the library's perspective, however, when we think of the effort and cost which goes into making library resources available, and also the many, many courses for which teaching to encourage library use would be a valid point for evaluation, the omission is both sad and strange. On a more optimistic note, we plan (within the larger framework of faculty development and with the encouragement of the academic dean) to try to provide consultant help to work with departments and faculty on imaginative ways of doing what Harvie Branscomb called "teaching with books."

I. 2. To provide opportunities for faculty members to become acquainted with resources previously unknown to them, old as well as new.

This objective was achieved.

Following an interview in which grant objectives were explained and course syllabi reviewed, the project director and each faculty member actually walked through the collection noting specific items which should be called to the attention of students in particular courses. The exchange of suggestions was mutually beneficial. When faculty members showed a lack of familiarity with a particular item, time was taken to examine it and to learn how it worked. Response to these efforts was favorable, and the project director carried out this part of the work with skill and with tact. To conserve these gains, however, follow-up efforts need to be made to see that faculty require and teach student use of these items, that new items are continuously being called to faculty attention, and that new faculty members are given the same opportunity to review the collection from a teaching point of view.

I. 3. To work with faculty members in surveying holdings in particular subject areas so as to help them evaluate the usefulness of their choices through the acquisitions program.

To the extent that departments checked library holdings against Books for College Libraries, this objective was achieved. All departments did this except history, music, and drama, and these we hope to finish next year. Items checked were items thought relevant to our course work, so purchasing continues to be selective, which is consistent with our general approach to the allocation of funds.

I. 4. To provide additional bibliographic service for faculty members.

This objective was achieved only in a very limited way.

In two instances, the library provided an evaluation of current holdings as part of the preliminary process by which new course offerings are approved. We had hoped to be able to help faculty members identify and locate research materials in their specialty, and to train student assistants capable of sufficiently sophisticated performance as to be able to help other students bibliographically with independent study and advanced projects. This is not feasible with present staff. One option we are presently exploring is the development of a library internship which would make use of a recent graduate with possible career interests in professional librarianship.

I. 5. To work with various other groups on campus to see that they make best use of library resources.

This objective was achieved.

Conferences were held with administrative personnel and two-way suggestions were fruitful both in terms of library services offered and new items purchased. A new dean of students was particularly appreciative of personnel and guidance material previously unfamiliar to him, and the chaplain found new material useful for service projects involving student volunteers.

II. 1. To identify library skills needed in each course and to help students carry out library-related assignments which have been previously developed with faculty members in particular courses.

Since this objective is the obverse of I. 1 which has already received extensive discussion, only a couple of brief comments are necessary from the viewpoint of the student's work. During the year, 498 students (60% of enrollment) received some kind of formal instruction in library methods, all but 22 in substantive courses. The library was represented in these efforts by the LSEP replacement librarian working experimentally under the direction of the project librarian. This is gratifying and should increase. Since we now have a record of the library components in every course taught, we are also in a better position to anticipate the needs of the students as they come after class to work on their assignments. We also look for greater variety in the types of assignments made. In addition to the conventional term papers, we hope to see students working on annotated bibliographies, content analysis of journals, critical book reviews, thesis statements and working outlines, articles synthesized and critiqued, drafts of speeches, legal briefs, etc.--all of which provide opportunity for library instruction individually or in small groups. We also plan to continue term paper clinics in which coaching is provided by librarians on locating sources and guidance in writing by the faculty member making the assignment--a joint effort.

II. 2. To introduce to students in the first course of the major the principal resources for research in that particular major.

See under I. 1, "2. Major course requirements."

II. 3. To evaluate the degree of improvement in library skills through four years of college work by means of appropriate testing instruments.

This objective was not achieved.

The major reasons why this was not achieved include (1) our lack of sophistication in testing and measurement, and (2) diversity among the academic departments makes uniform testing at the senior level virtually impossible. Such testing would have to be done departmentally and we simply do not have the time or staff to develop such a program. On the other hand, we have been much impressed by other types of surveys and questionnaires used to good advantage by other schools in pursuit of hard data and information about user patterns and needs. The director is much more prepared to move in this general direction than a year ago.

II. 4. To work with the college counseling program to identify students with reading problems and to help with remedial work.

This objective was not achieved.

It was our original intention to identify marginal students through the admissions program and to have them take the Davis (standardized) Reading Test as part of their general orientation to college. Where results warranted, a more detailed test (Stanford Diagnostic Reading Test) would be administered by the college guidance center. Then, where appropriate, the library would offer the Xerox reading

improvement program in eight two-hour sessions (weekly interval between sessions) at a cost to the student of fifteen dollars which would be refunded if certain gains could be demonstrated. We talked at length with the director of the guidance center and with the former college counselor, and we interviewed students who had gone through a similar remedial reading program several years ago. We also checked library literature and found nothing on library involvement in such programs (though obviously the library at any institution has much to gain by having a student body which can read well). Our inclination is to be wary of strategies which suggest that reading problems can be solved through crash programs, especially when they have been at least twelve years in the making. To be sure, reading is a skill that can be improved by practice and initial gains often seem sensational. Experience indicates, however, that the conservation of such gains requires a great deal of self-discipline on the part of the student (a commodity rare enough among freshmen and sophmores) and prolonged follow-up which the library staff is not in a position to give. It therefore appears that the best we can do for now is to provide information about testing available at the guidance center for students who suspect they are poor readers, and to have available a self-administered reading improvement program for checking out at the desk for students who think they can profit from using it.

II. 5. To revise the present course in "Library Methods" and to expand options presently offered.

This objective was partly achieved.

The one-credit course in library methods draws relatively few students. We have retained it despite our commitment to course-integrated instruction on the "corn flakes" principle that the same basic product can be marketed under many labels. Since we offer an option which does a term paper in slow motion, it appeals to students who have never written a paper or who lack confidence in their ability to find material and to put their research together in a relatively coherent presentation. Faculty advisors sometimes recommend this course to students who need practice in writing, and sometimes students choose to take it because they are heading toward graduate school or need an additional credit-hour in their program. The course has its frustrations for the instructor. Since students are given wide latitude in their choice of subject, the instructor doesn't always have the expertise needed to evaluate content. Some students are too immature to see value in learning about things which have no immediate application. Our present intention is to continue to offer this course, urging students to take it along with another substantive course in which a paper will be required. In doing the paper, we will require all the work except the final written version, which will enable us to pay more attention to outlining and documentation instead of grammar and spelling. The section of the course which deals with identifying and locating sources will remain the same.

II. 6. To identify reasonable expectations of high school achievement in library skills so as to gear instruction to what students bring with them from high school when they come.

This objective was partly achieved.

Our testing of incoming freshmen has undergone some modification and we plan to do more with attitudes than we have done in the past. We have talked with school librarians and with the state consultant for libraries about problems of continuity between high school and college but as of now we have no concrete proposals to report. One suggestion that has come of our discussions is that we try to provide a forum for views of this problem within the state library association which is one place where high school and college librarians could get together. The problem of continuity is, of course, more extensive than our objective indicates and involves the whole curricular preparation for and adjustment to college. We did prepare a letter to school librarians indicating what, on the basis of our experience in dealing with freshmen, would be helpful at the high school level in getting students ready to use a college library; we will not decide on its distribution until we have the benefit of suggestions from the state library supervisor for high school library programs.

II. 7. To acquaint students preparing for professional teaching careers with the role of the school library.

This objective was achieved.

We are particularly pleased by the work done in this area. (1) In the fall, we arranged a workshop on the function of the school librarian and the importance of cooperative curriculum development. It was attended by sixteen school librarians, ten school principals, and about twenty-five of our own education majors, with leadership being provided by Mrs. Betty Martin, a highly-experienced library supervisor from the Greenville (S. C.) County school system, and most recently president of the Southeastern Library Association. Response was excellent. (2) The education department, having studied the SUNY module for "Library Resources in Education," and in recognition of the fact that teachers who are expected to make good use of the school library or media center must first be good library users themselves, is incorporating a library unit into the introductory course in education. This unit will include formal library instruction in the library (in which the educational methods classroom and curriculum laboratory is also located) followed by several hours of bibliographic work in which students will be working on their own. (The course is also a related course for psychology majors going into counseling.) (3) The course in adolescent literature is taught by the project director, which gives students a librarian's slant on the use of books and libraries in secondary schools.

II. 8. To devise a libary handbook and also a newsletter for students to be issued on a regular basis as a means for improving general liaison with the student body.

This objective was partly achieved.

In place of a single library handbook, a number of bibliographic and informational guides have been prepared (30 completed with 6 more in preparation) to help students find materials in the library. They are available for the taking and/or used in courses for which they were originally prepared, and produced in a manner

that makes deletions and insertions relatively simple. We see this as open-ended and will produce other guides in the series as demand warrants. Signs and instructions for using library equipment have also been improved. A newsletter remains a future hope, but some material has been prepared for incoming freshmen and transfer students, e.g., a personal letter and several items for the student newspaper.

II. 9. To canvass library literature in some depth on the subject of academic library instruction and to make available to other librarians a summary of the study.

This objective has been achieved.

A file of 150 articles, reports, theses, etc., has been established dealing with academic library instruction, and a list of these items is being distributed to neighboring institutions so that they can be borrowed as desired.

III. 1. To canvass library literature in some depth on the subject of recruitment, training, supervision, and recognition of student assistants, and to make available to other librarians a summary of this study.

This objective has been achieved.

A file of 20 articles is available for borrowing by other libraries. These are included in the listing referred to immediately above. Relatively little information is available on this subject.

III. 2. To improve the quality and increase the amount of training of student assistants in preparation for work in the student services department.

This objective was achieved.

Plans have been made for students in this department to report to school a little earlier for special training along lines developed experimentally this year in the training of circulation department students and non-professional staff. We also plan to work more closely with student assistants employed by academic departments who are called on from time to time to do bibliographic work for faculty members.

III. 3. To train students in the production of non-print media and other individualized materials to be used in library instruction.

This objective was not achieved.

Our very limited experimentation with videocassette instruction convinced us, at least for now, that we cannot afford the staff, time, or cost involved in preparing a quality product. This, however, was not one of our high priorities, so we can wait without distress until there is a graphics department on campus.

III. 4. To identify students interested professionally in library science.

This objective was achieved.

The objective, as formulated, is perhaps slightly misleading as relatively few students arrive as freshmen having already determined to follow this profession. Students develop interest as they work in the library or as the possibility is suggested by advisors, faculty members, or friends. As we hear of students, we try to provide them with a wide variety of experiences as background for library school; we provide academic counseling as needed; we provide information on A.L.A. accredited schools and financial aid possibilities. We have no undergraduate major in library science and do not anticipate any; yet, we have consistently produced about two librarians each year. (We also note that student assistants who have worked in the student services department graduate with honors!)

III. 5. To visit other academic libraries of comparable size and program where it appears they have an unusually good program for development of student assistants.

In respect to programs for development of student assistants, this objective was not directly achieved. Visits to other colleges were made because of the strength of their total library instruction program, and these were invaluable. Large schools draw student assistants from a pool of graduate students, and no small schools seemed to have exceptionally good programs for training of student assistants.

2. The staff skills required for this kind of work at the professional level include:

(1) the ability to identify with the faculty member and the very practical matters (and obstacles) involved in bringing students from where they are to where they ought to be--insights which can best be gained by actual experience in classroom teaching and in trying to motivate students,
(2) the ability to understand where the student is in terms of personal and academic development so as not to be easily discouraged,
(3) the ability to make suggestions without seeming to tell people that your way is the only way or the best way,
(4) personal friendliness, tact, and approachability which will to some extent conceal and compensate for an unrelenting aggressiveness for course-related instruction,
(5) broad knowledge of many different subject areas and a willingness to learn from each new encounter with library-related information problems,
(6) appreciation of variety in teaching methods and an unfailing intuition for spotting faculty members who are willing to experiment with new ways,
(7) a judicious reserve toward people who think they have all the answers in library instruction, and especially if they are selling educational hardware.

To carry out the kind of program we have started probably requires a larger staff than we presently have. Since the addition of another professional librarian is probably not possible for financial reasons, one alternative being considered is the use of a recent graduate interested in library science as a library intern. A preliminary job description is attached. (See next page.)

3. (1) Library staff involvement in the library instruction program is high in terms of percent because our staff (and institution) is small.

Our professional librarians, both of them, are involved in the program actively, for a total of 100%. (The Student Services Librarian gives about 85% of her time to this work; the director about 50%.) Paraprofessional staff (about 2 FTE) on the Circulation desk represents involvement of 40% of remaining staff.

Our faculty has been touched by the program 100%, in that we have had individual conferences with each instructor, course syllabi have been examined, individual tours have been given with discussion of which materials undergraduates should be able to find and use and how these can be taught. Making allowance for the courses in which library use potential is relatively low (elementary language, basic math, physics, etc.), we estimate that 20% of the faculty have been highly responsive to the program, another 75% interested in its possibilities, and 5% needing to be convinced.

Our student contacts have increased this year. As indicated elsewhere, about 60% of enrollment (498 students) have received some kind of formal instruction in the course of the year, mainly through the efforts of our LSEP replacement librarian. This is gratifying, but still does not touch the potential we hope to reach as we move from what we perceived to be a year for "tooling up" to a new phase in which plans laid this year are actually implemented.

4. This program of library instruction was integrated into the library's regularly staffed services before we were involved with LSEP and it will continue to be so after Council support ends.

5. On the whole, we have had good support and participation from the faculty. Our efforts have had strong backing from the Academic Dean and the faculty library committee, and in the fall, we will present a report of our activity to its parent body which deals generally with academic affairs and on which there is representation from all departments.

The problems we have encountered in gaining faculty support are certainly not unique to this institution. Some faculty members feel they can best discharge their obligation to their discipline by making their courses totally substantive. We think a mixture of 95% substance and 5% skills is a better course in that the student will be able to teach himself when the course is over. The idea that "we cannot spare the time" for inclusion of some library instruc-

Attachment for Paragraph 2

JOB DESCRIPTION FOR LIBRARY INTERN

QUALIFICATIONS:

B.A. or B.S. with major in one of the humanities, social sciences, or sciences.
Work experience in the library as a student.
Typing ability.
Library course (preferably) such as Educ. 205 (Intro. to Lib. Science), Educ. 240 (Library Methods), Eng. 199 (Intro. to Literary Studies).
Personality traits: initiative, dependability, cooperation, efficiency.
Preference would be given to a recent graduate of Presbyterian College having a potential interest in library work or college teaching.

RATIONALE:

If the plans and work with faculty this year are to be realized, more assistance will be needed in the student services office. It is anticipated that yearly conferences with each faculty member will continue, the number of sections of library methods will increase, term paper clinics will continue, and additional students will need to be trained and supervised as reference assistants.

DUTIES:

1. Assist students with use of card catalog, periodical indexes, abstracts, bibliographies, etc., as well as help answer reference questions.
2. Help students plan search strategies for term papers.
3. Take students on library tours at the beginning of the fall term, take transfers on tours at beginning of spring term, and take library visitors on tours as needed.
4. Assist in preparation of materials for use in library course.
5. Assist in preparation of materials for library instruction in other courses.
6. Assist students in use of audio-visual equipment.
7. Prepare bibliographies and library guides.
8. Search the card catalog and order files before ordering books.
9. Process pamphlet file material for circulation.
10. Process and type curriculum lab materials.
11. Assist the student services librarian in any way that would further the cause of the program.
12. Help train student reference assistants in the following procedures:

    (a) Shelving
    (b) Shelf reading
    (c) Circulation Desk Routines
    (d) Preparation of book notices and table of contents for faculty

tion reminds us that graduate schools often seem to do a rather poor job of teaching prospective college teachers how to teach with books. For a few instructors, the library seems to exist primarily for the faculty and secondarily for students. There is no antagonism in this; the instructor simply perceives his task in a different way: students are expected to read the primary source (or textbook) and the instructor provides a commentary which combines the distilled essence of the secondary literature with his personal insights and reflection. This approach is taken by some excellent teachers and it has a certain validity. (Where the instructor is mediocre, if the student fails to read the primary source, this too will be distilled and presented in class; the professor becomes, in effect, a textbook wired up for sound.)

Instructors are quite right, of course, when they point out that students cannot do critical and reflective reading until they can do basic reading. This points up difficulties in elementary and secondary education over which most college professors have little direct influence. Possibly schools which are highly selective in their admissions program and rigorous in their exclusion policies have fewer problems of this type. On the other hand, instructors who for reasons buried in their own psyches enjoy having "disciples" of their own, may well be feeding unwittingly the desire of the immature student to continue as a dependent person as long as possible. Conditioned to passivity by the media, and ritually penalized for years by teachers and "peers"--certainly not friends--for the slightest deviation in the direction of intellectual competence, the student indeed finds it a strange idea that he should take personal responsibility for his own education. And yet, that is really the premise which underlies library-related pedagogy!

Where library use or non-use is a reflection of classroom teaching methods, it seems to us that there are several things which could help to induce change. When an instructor gets students involved with the library in a particularly imaginative way, such efforts deserve positive and public recognition. It would also be helpful if the teaching of library use were to be included among departmental objectives, and if such teaching were to be included as part of any evaluation of faculty performance. As part of the overall institutional program for faculty development, periodic efforts to help instructors develop their teaching expertise might well include library-related concerns, e.g., through the use of consultants with departmental or divisional faculty; joint workshops or symposia for instructors in the same discipline sponsored by several neighboring institutions; travel grants for key faculty members to observe course-related library instruction programs at other institutions; occasional reduction of teaching load for accomplishment of library-related objective; presentation of papers at professional meetings dealing with bibliographic instruction within the discipline; and publication of articles in disciplinary and interdisciplinary journals read by the teaching profession on ways of devising assignments which will not only get students into a wide range of material, but get them to develop criteria by which to assess the quality of their sources, and to learn the art of judicious selectivity. The

use of faculty surveys to ascertain attitudes and practices could also open up options not previously considered at the same time that the library is provided data which should be helpful in program evaluation and modification.

6. Specific areas of improved faculty involvement include awareness of library holdings; use of finding devices and reference works; sensitivity to quality of bibliographic work in term papers; willingness of library staff to work with them and with students toward better academic work; appreciation for bibliographic services provided by the library (especially literature alert services and photoduplication of tables of contents of incoming journals); willingness of the library to have classes meeting in the building when appropriate or useful; library concern for quality of teaching and learning rather than heavy involvement in expensive networking arrangements of marginal usefulness to the academic program; etc. (For specific subject areas, see above under para. 1.)

   For us, the key to participation was personal contact, conferences, discussions, and encouragement. The maintenance and extension of this cooperation will also have to be by personal contact simply because on a campus as small as this one programs written in officialese and implemented by edict would come across as overkill.

7, 8, 9, 11.
Basically, these points have been covered in previous discussion. In each case, the changes hoped for are gradual and we can only say that while there is reason to be hopeful, it will take a year or two of implementation of the plans and ideas which have been developed this year to know what kinds of change will emerge.

10. We are committed to a philosophy of library instruction which offers multiple approaches, some of which have been used for a long time and some of which will be developed in variant forms. It is conceivable that as more and more library-related work is integrated into substantive courses, the special course we now offer in library methods for one credit hour may be discontinued entirely.

12. The library staff (including the supporting staff in technical services) assigns to the work of library instruction the highest priority. The faculty will assign these activities high priority as they are perceived to be helpful in doing a better job of teaching. Our faculty is small, relatively stable, and as experiences are shared informally, we are hopeful that this will happen. The students will be responsive to the extent that the library helps them to do their assignments well.

13. This program has helped us immensely in sharpening issues and options in our own mind as we try to shape a library program which is highly supportive of the general educational objectives of the institution and the specific objectives of the teaching faculty. In an institution committed to teaching rather than research, and where financial resources are not unlimited, we are compelled to make choices. Our choice has been to try to be a teaching library, with heavy emphasis on the learning potential that is incarnated in every student who walks through the door. We are not heavily into media nor computers nor esoteric materials to support specialized faculty interests, and we value these other options only under the rubric: do they help or distract us from our main tasks? Large institutions, as we have seen this year from observation and conversation, are not in a position to do what we can do. This makes us all the more aware of our opportunities, and indeed, our responsibilities. And for this, we are grateful.

Lennart Pearson
Director

May 31, 1977

Library Service Enhancement Program — Presbyterian College, Clinton, S. C.

Program Evaluation (Academic Dean)

Since Presbyterian College regards the library as an essential component of the educational program, we were very pleased by the Council's grant which has made the Library Services Enhancement Program a reality on our campus during the academic year now ending. As an administrator, I am, of course, enthusiastic over any effort which increases the use--quantitatively and qualitatively--of materials in which college funds have been invested. This is especially true of the library, and we recognize and appreciate the fact that our Student Services Librarian has exerted a great deal of effort this year to make the campus contacts which should prove to be fruitful in this regard for a long time to come.

It is from the standpoint of faculty development, however, that this grant has been particularly timely and welcome. An instructor who has been sensitized to the possibilities inherent in course-related library instruction is more likely to encourage the broadening of a student's intellectual experience than one who operates only with textbooks and reserve reading assignments. This program has certainly helped at least some of our instructors to get students to take more responsibility for their own education by finding and using library resources. To the extent that this has taken place, the pedagogical competence of our teaching staff has been improved. When students are given assignments involving library resources which have been worked out in advance by the instructor and the library staff, substantive learning is reinforced and students also acquire library skills which can be independently applied to the solution of new problems. Compared to the traditional concept of the library as depository, this is a fairly sophisticated approach, and we are still learning as we go. Not every course lends itself to such treatment, but on the whole, I sense that faculty members have been very responsive to the program, and that this also reflects a high level of confidence in the library staff.

I might add that Presbyterian College is small enough that we can take a great deal of personal interest in our students. We place considerable emphasis on this point in respect to our educational program in general, and the individual attention given by the library staff to students as they come for help is certainly consistent with our whole approach to liberal education. The work of this year made possible by the LSEP grant has helped us to appreciate in yet another way the advantages of being a smaller institution, in that the student can experience in the library the same intimacy of relationships which exist in the classroom.

The ultimate effect of all these efforts will probably not be known until some of the ideas worked out this year are actually implemented, but we are hopeful and encouraged by what has been accomplished thus far, and we deeply appreciate the support which the Council has given to this part of our educational program.

W. Fred Chapman, Jr., Academic Dean

May 31, 1977

Additional note

An article related to this report was subsequently published as follows:

Pearson, Lennart. "What Has The Library Done for You Lately?" Improving College and University Teaching, Vol.26, No.4 (Fall, 1978), 219-221.

[End of Report]